

North Dakota
Content and Achievement Standards:
Social Studies

Grade 8

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North Dakota Department of Public Instruction

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Standard 1: Skills and Resources

Standard 1: Students apply Social Studies skills and resources.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 8				
MAP SKILLS				
8.1.1 Interpret current North Dakota thematic maps (e.g., soils, climate, vegetation, water, climate) to identify where people live and work, and how land is used	Students interpret North Dakota thematic maps to identify where people live and work, and how land is used with few, if any, errors.	Students interpret North Dakota thematic maps to identify where people live and work, and how land is used with no significant errors.	Students interpret North Dakota thematic maps to identify where people live and work, and how land is used with limited significant errors.	Students interpret North Dakota thematic maps to identify where people live and work, and how land is used with many significant errors.
RESOURCES				
8.1.2 Use various primary and secondary resources (e.g., historical maps, diaries, speeches, pictures, charts, graphs, diagrams, time lines specific to North Dakota) to analyze, and interpret information.	Students use various primary and secondary resources to analyze and interpret information with ease.	Students use various primary and secondary resources to analyze and interpret information with minimal difficulty.	Students use various primary and secondary resources to analyze and interpret information with difficulty.	Students use various primary and secondary resources to appropriately analyze and interpret information with little to no success.

Standard 2: Important Historical Events

Standard 2: Students understand important historical events.					
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS				
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE	
Grade 8					
U. S. HISTORY: DAWN OF A NEW NATION THROUGH IMPERIALISM					
8.2.1	Analyze the transformation of the nation (e.g., Imperialism, industrialization, immigration, political/social reformers, urbanization, mechanization of agriculture, changing business environment)	Students provide an insightful analysis of the transformation of the nation.	Students provide a relevant analysis of the transformation of the nation.	Students provide superficial analysis of the transformation of the nation.	Students provide an irrelevant analysis of the transformation of the nation.
8.2.2	Explain how political parties developed to resolve issues (e.g., payment of debt, establishment of a national bank, strict or loose interpretation of the Constitution, support for England or France) in the early years of the United States	Students explain how political parties developed to resolve issues in the early years of the United States with substantial detail.	Students explain how political parties developed to resolve issues in the early years of the United States with sufficient detail.	Students explain how political parties developed to resolve issues in the early years of the United States with superficial detail.	Students explain how political parties developed to resolve issues in the early years of the United States with little or no detail.
8.2.3	Explain how political leaders (e.g., Andrew Jackson, William Henry Harrison, Martin Van Buren, John Tyler) dictated national policy (e.g., States' rights, closure of National Bank, Indian Removal Act)	Students explain how political leaders dictated national policy with substantial detail.	Students explain how political leaders dictated national policy with sufficient detail.	Students explain how political leaders dictated national policy with superficial detail.	Students explain how political leaders dictated national policy with little or no detail.
8.2.4	Explain how the concept of Manifest Destiny impacted national policy (e.g., War with Mexico, Gadsden Purchase,, imperialism, Gold Rush, foreign policy)	Students explain how the concept of Manifest Destiny impacted national policy with substantial detail.	Students explain how the concept of Manifest Destiny impacted national policy with sufficient detail.	Students explain how the concept of Manifest Destiny impacted national policy with superficial detail.	Students explain how the concept of Manifest Destiny impacted national policy with little or no detail.
8.2.5	Explain how reform efforts led to major changes in society (e.g., abolitionists, women's movement, temperance, education)	Students provide an insightful explanation how reform efforts led to major changes in society.	Students provide a relevant explanation how reform efforts led to major changes in society.	Students provide a superficial explanation how reform efforts led to major changes in society.	Students provide an irrelevant explanation how reform efforts led to major changes in society.

Standard 2: Students understand important historical events.

Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 8				
8.2.6 Explain the causes (e.g., states' rights, slavery, differences in Northern and Southern economies) of the Civil War	Students explain the causes of the Civil War with substantial detail.	Students explain the causes of the Civil War with sufficient detail.	Students explain the causes of the Civil War with superficial detail.	Students explain the causes of the Civil War with little or no detail.
8.2.7 Explain the course and consequences of the Civil War (e.g., contributions of key individuals, key battles, The Emancipation Proclamation)	Students explain the course and consequences of the Civil War with substantial detail.	Students explain the course and consequences of the Civil War with sufficient detail.	Students explain the course and consequences of the Civil War with superficial detail.	Students explain the course and consequences of the Civil War with little or no detail.
8.2.8 Trace the social, economic, political, and cultural factors of Reconstruction (e.g., Jim Crow Laws, election of 1876, black codes, rise of Ku Klux Klan)	Students trace the factors of Reconstruction with substantial detail.	Students trace the factors of Reconstruction with sufficient detail.	Students trace the factors of Reconstruction with superficial detail.	Students trace the factors of Reconstruction with little or no detail.
8.2.9 Analyze the impact of immigration on the United States (e.g., labor pools, ghettos)	Students provide an insightful analysis of the impact of immigration on the United States with insightful interpretation.	Students provide a relevant analysis of the impact of immigration on the United States.	Students provide a superficial analysis of the impact of immigration on the United States,	Students provide an irrelevant analysis of the impact of immigration on the United States.
8.2.10 Analyze the rationale for western expansion and how it affected minorities (e.g. reservations, Indian Removal Act, treaties, Chinese Exclusion Act, Dawes Act, Manifest Destiny, Homestead Act)	Students provide an insightful analysis of the rationale for western expansion and how it affected minorities.	Students provide a relevant analysis of the rationale for western expansion and how it affected minorities.	Students provide a superficial analysis of the rationale for western expansion and how it affected minorities.	Students provide an irrelevant analysis of the rationale for western expansion and how it affected minorities.
8.2.11 Explain the significance of key events (e.g., settlement and homesteading, statehood, reservations) and people (e.g., Roughrider Recipients) in North Dakota and tribal history	Students explain the significance of key events and people in North Dakota and tribal history with substantial detail.	Students explain the significance of key events and people in North Dakota and tribal history with sufficient detail.	Students explain the significance of key events and people in North Dakota and tribal history with superficial detail.	Students explain the significance of key events and people on North Dakota and tribal history with little or no detail.

Standard 3: Economic Concepts

Standard 3: Students understand economic concepts and the characteristics of various economic systems.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 8				
EARLY UNITED STATES ECONOMY				
8.3.1 Explain the purpose and effects of trade barriers (e.g., imposed trade barriers such as tariffs enacted before the Civil War, natural trade barriers such as mountains)	Students provide an insightful explanation of the purpose and effects of trade barriers.	Students provide a relevant explanation of the purpose and effects of trade barriers.	Students provide a superficial explanation of the purpose and effects of trade barriers.	Students provide an irrelevant explanation of the purpose and effects of trade barriers.
8.3.2 Describe how technological advances (e.g., cotton gin, steel plow, McCormick reaper, steamboat, steam locomotives) and industrialization impacted regions of the United States prior to the Civil War.	Students describe how technological advances and industrialization impacted regions of the United States prior to the Civil War with substantial detail.	Students describe how technological advances and industrialization impacted regions of the United States prior to the Civil War with sufficient detail.	Students describe how technological advances and industrialization impacted regions of the United States prior to the Civil War with superficial detail.	Students describe how technological advances and industrialization impacted regions of the United States prior to the Civil War with little to no detail.
8.3.2 Evaluate how economic opportunities (e.g., manufacturing, agricultural, business) impact North Dakota and other regions (e.g., Midwest, Northeast)	Students provide an insightful evaluation how economic opportunities impact regions.	Students provide a relevant evaluation how economic opportunities impact regions.	Students provide a superficial evaluation how economic opportunities impact regions.	Students provide an irrelevant evaluation how economic opportunities impact regions.
8.3.4 Describe factors (e.g., climate, population, tax laws, natural resources) governing economic decision making in North Dakota and other regions (e.g., Midwest, Southeast)	Students describe the factors governing economic decision making with substantial detail.	Students describe the factors governing economic decision making with sufficient detail.	Students describe the factors governing economic decision making with superficial detail.	Students describe the factors governing economic decision making with little to no detail.

Standard 4: Government and Citizenship

Standard 4: Students understand the development, functions, and forms of various political systems and the role of the citizen in government and society.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 8				
CITIZENSHIP				
8.4.1 Explain the connections between the rights and responsibilities of citizenship (e.g., voting and staying informed on issues; being tried by a jury and serving on juries; having rights and respecting the rights of others)	Students provide an insightful explanation of the connections between the rights and responsibilities of citizenship. <i>Apply relevance</i>	Students provide a relevant explanation of the connections between the rights and responsibilities of citizenship.	Students provide a superficial explanation of the connections between the rights and responsibilities of citizenship.	Students provide an irrelevant explanation of the connections between the rights and responsibilities of citizenship.
GOVERNMENT SYSTEMS				
8.4.2 Explain factors (e.g., lack of economic power, lack of central government, no court systems) that contributed to the demise of the Articles of Confederation and explain how they led to the creation of the US Constitution.	Students provide an insightful explanation of factors that contributed to the demise of the Articles of Confederation and how they led to the creation of the US Constitution.	Students provide a relevant explanation of factors that contributed to the demise of the Articles of Confederation and how they led to the creation of the US Constitution.	Students provide a superficial explanation of factors that contributed to the demise of the Articles of Confederation and how they led to the creation of the US Constitution.	Students an irrelevant explanation of factors that contributed to the demise of the Articles of Confederation and how they led to the creation of the US Constitution.
8.4.3 Explain how the United States Constitution and Amendments influence society (e.g., voting rights, equal protection, due process)	Students provide an insightful explanation how the United States Constitution and Amendments influence society.	Students provide a relevant explanation how the United States Constitution and Amendments influence society.	Students provide a superficial explanation how the United States Constitution and Amendments influence society.	Students provide an irrelevant explanation how the United States Constitution and Amendments influence society.
8.4.4 Explain the political party process at the local, state, and national level (e.g., the structure and functions of political parties, electoral college, how campaigns are run and who participates in them, the role of the media in the election process, various kinds of elections)	Students explain with substantial detail the political party process at the local, state, and national level.	Students explain with sufficient detail the political party process at the local, state, and national level.	Students explain with superficial detail the political party process at the local, state, and national level.	Students explain with little or no detail the political party process at the local, state, and national level.

Standard 4: Students understand the development, functions, and forms of various political systems and the role of the citizen in government and society.				
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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 8				
8.4.5 Describe the relationship (e.g., power, responsibility, influence) among the executive, judicial, and legislative branches of the government at the local, state (i.e., North Dakota), and national level	Students describe with substantial detail the relationship among the executive, judicial, and legislative branches of the government at the local, state, and national level.	Students describe with sufficient detail the relationship among the executive, judicial, and legislative branches of the government at the local, state, and national level.	Students describe with superficial detail the relationship among the executive, judicial, and legislative branches of the government at the local, state, and national level.	Students describe with little or no detail the relationship among the executive, judicial, and legislative branches of the government at the local, state, and national level.
8.4.6 Compare the functions and structure of local, state, tribal, and federal governments within North Dakota	Students compare the functions and structure of local, state, tribal, and federal governments within North Dakota with few, if any, errors.	Students compare the functions and structure of local, state, tribal, and federal governments within North Dakota with no significant errors.	Students compare the functions and structure of local, state, tribal, and federal governments within North Dakota with limited significant errors.	Students compare the functions and structure of local, state, tribal, and federal governments within North Dakota with many significant errors.

Standard 5: Concepts of Geography

Standard 5: Students understand and apply concepts of geography.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 8				
PHYSICAL GEOGRAPHY				
8.5.1 Describe the location and characteristics of the three regions of North Dakota including the Red River Valley, the Drift Prairie, and the Missouri Plateau	Students describe with substantial detail the location and characteristics of the three regions of North Dakota including the Red River Valley, the Drift Prairie, and the Missouri Plateau.	Students describe with sufficient detail the location and characteristics of the three regions of North Dakota including the Red River Valley, the Drift Prairie, and the Missouri Plateau.	Students describe with superficial detail the location and characteristics of the three regions of North Dakota including the Red River Valley, the Drift Prairie, and the Missouri Plateau.	Students describe with minimal detail the location and characteristics of the three regions of North Dakota including the Red River Valley, the Drift Prairie, and the Missouri Plateau.
HUMAN GEOGRAPHY				
8.5.2 Describe the characteristics, distribution, and effects of human migration within the United States during different time periods (e.g., Westward Expansion, post Civil War, Industrialization, urbanization)	Students describe with substantial detail the characteristics, distribution, and effects of human migration within the United States during different time periods.	Students describe with sufficient detail the characteristics, distribution, and effects of human migration within the United States during different time periods.	Students describe with superficial detail the characteristics, distribution, and effects of human migration within the United States during different time periods.	Students describe with little or no detail the characteristics, distribution, and effects of human migration within the United States during different time periods.
8.5.3 Compare human characteristics (e.g., population distribution, land use) of places and regions (i.e. North Dakota)	Students make insightful comparisons about human characteristics of places and regions.	Students make relevant comparisons about human characteristics of places and regions.	Students make superficial comparisons about human characteristics of places and regions.	Students make irrelevant comparisons about human characteristics of places and regions.

Standard 6: Human Development and Behavior

Standard 6: Students understand the importance of culture, individual identity, and group identity.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 8				
CULTURE				
8.6.1 Explain ways technology contributes to the spread of ideas, values, and behavioral patterns between societies and regions (e.g., how transportation and communication technologies contribute to the diffusion of culture)	Students provide an insightful explanation of ways technology contributes to the spread of ideas, values, and behavioral patterns between societies and regions.	Students provide a relevant explanation of ways technology contributes to the spread of ideas, values, and behavioral patterns between societies and regions.	Students provide a superficial explanation of ways technology contributes to the spread of ideas, values, and behavioral patterns between societies and regions.	Students provide an irrelevant explanation of ways technology contributes to the spread of ideas, values, and behavioral patterns between societies and regions.
8.6.2 Explain how culture influences gender roles, ethics, and beliefs	Students provide an insightful explanation of how culture influences gender roles, ethics, and beliefs.	Students provide a relevant explanation of how culture influences gender roles, ethics, and beliefs.	Students provide a superficial explanation of how culture influences gender roles, ethics, and beliefs.	Students provide an irrelevant explanation of how culture influences gender roles, ethics, and beliefs.